

2025-2026 SIT/Schoolwide Plan – North Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	North Middle School
Principal:	Elias Mestizo
Assistant Principal(s):	John Shanley and Dr. Stephanie Weeks
SIT Co-Chairs:	Valerie Cacaccio and Mary Elizabeth Guida
Grades Served:	6-8

2025-2026 Staff List

NORTH MIDDLE SCHOOL
STAFF DEPARTMENT LISTING 2025-2026
ELIAS E. MESTIZO, Principal
JOHN SHANLEY, Assistant Principal
DR. STEPHANIE WEEKS, Assistant Principal

Eth Grade

Amarando, Yvonne
 Boyle, Lisa
 Cerone, Chris
 Conlon, Megan
 Fain, Kevin
 Ferraioli, Nicholas
 Hernandez, Karla (Bilingual)
 Iglesias, Alex (Bilingual)
 Kavanagh, Sarah
 Kinazis, Mana
 Krauthamer, Linda
 Melara, Cathleen
 Renkowski, Tricia
 Sobotko, Vanessa (Bilingual)
 Sonkin, David
 Thomson, Cheryl

Bilingual

Callejas, Alejandro (Math)
 Espejo, Cindy (Math)
 Marte, Stephanie (7,8)
 Salcedo, Marcela
 Vasquez, Sarah (HLA)

Art

Healey, Michael
 Lackner, Christopher
 Sikorsky, Christina

Psychologist

Moms, Shan
 Reinoso Jaramillo, Sully

Speech Therapist

Kang, Emily
 Mayer, Anelle

Social Worker

Guets, Karen

Librarian

Griffin, Kendal

Secretarial

Atherley, Jacqueline (Discipline)
 Cruz-Ramos, Eida (Library)
 Martinez, Karina (Attendance)
 Gutierrez, Manilyn (Guidance)
 Penalbert, Diana (Front Office)

School Communications Aide-IT

DeLeon, Andrea

Computer & Network Tech-IT

Shannon, Patrick

English

Areit, Christy (8)
 Callahan, Autumn (8)
 Chechel, Philip (7)
 Fogarty, Bethany (7)
 Holz, Jenny (7,8)
 Kemp, Sandra (8)
 Kittredge, Kim (7)
 Shields, Rebecca (RTI)
 Wilkens, Tracy (AIS)

Social Studies

Clancy, Patrick (7)
 Kittredge, Gary (7)
 Moore, Kevin (7,8)
 Roddin, Richard (8)
 Stofa, Eric (8)

Physical Education

Carroll, Natalie
 Kunzig, William
 Levan, Samantha
 Lynch, Brian
 Vino, Anthony

Guidance

Fernandez, Richard
 Rosche, Elizabeth
 Stella, Georgina
 Torrez, Jennifer
 Ildelfonso, Yanira (Split)

Custodial

Cruz, Carlos (Night)
 Diaz de Velasquez, Marlu (Night)
 Dona, Mike (Night)
 LaGrandier, Apolinar (DayChief)
 Lazaro, Justin (Night)
 Maldonado, Matt (Night Sr.)
 Smith, Antoine (Night)
 Thorpe, Sean (Day)

Kitchen

Alfaro De Bonilla, Dicia
 DiGiorgio, Kimberly
 Fuentes, Emma
 Kaiser, Linda (Head Cook)
 Martinez, Hilda
 Sorto, Mirna
 Tejada, Rosa
 Vasquez De La Rosa, Teresa
 Vega, Mana

Mathematics

Braunstein, Christine (7)
 Cacaccio, Valerie (8)
 Guida, Mary (8)
 Nealon, Kaitlyn (8)
 Rhodes, Daniel (7)
 Rofrano, Amanda (8)
 Soriano, Caitlin (7)
 Tapada, Emma (7)
 Knipping, Marjone (RTI)
 Barsch, Bridget (AIS)

Music

Artis, Donald
 Badurski, Val (Chorus)
 Eipper, Elizabeth (Band)
 Klenke, Anthony (Orchestra)
 Stasi, Joseph
 Webb, Dylan

ENL

Chaikin, Karina
 Garcia, Jesly
 Kerrigan, Sean ENL
 Lynch, Allison
 Scotti, Lauren ENL

Technology

Bannon, Jonathan
 Carpluk, William
 Sanzone, John

Home & Careers

Becker, Richard
 Loria, Sabrina
 Mullady, Coryn

Monitors

Acosta Salaverna, Sandra
 Bardales, Angela
 Cruz-Rodriguez, Vanessa
 Delgado, Anitha
 Ellis, Latoya
 GustafsonJahkhhah, Kristin
 Maertz, Laura (Health Aide)
 Mejia, Kenia
 Melgar-Galeas, Yvette (Teacher Aide)
 Olmeda, Jacqueline
 Ortiz, Justin
 Peck, Emily
 Ramirez-Urbina, Rosa (Teacher Aide)
 Robalino, Ximena (Attendance)
 Schaeffer, Nicole
 Wilkerson, Nanyamika

Perm Subs

Felice, Isabel
 Guzman, Sienna
 Lappe, Ryan

Science

Bucaro, John (8)
 Grau, Julia (7)
 LaLima, Kern (7)
 Losee, Christian (8)
 Saez, Angel (8)
 Schor, Carme (8)

Special Education

Alfano, Allison
 Butts, Gerald
 Finn, Jessica
 Kunzig, Jennifer
 Ladolce, Christina
 Lorenzen, Shannon
 Mikochik, Diana LRC
 Phillips, Deanna
 Tammany, Paul

Vignona, Valerie

Foreign Language

Cruz, Joanna (Spanish-7)
 Ciampa, Natalie (French-7)
 Ferrari, Julissa (Spanish-8)
 Nuñez, Ruth (Spanish-8)
 Theobald, Christopher (Spanish-7)

Intro to Business

Bosco, Michael (8)

Health

Mastelman, Amanda
 Reisig, Nicholas

Nurse

Vera, Karla

Teacher Assistants

Caraballo, Andy
 Guerrero, Roberto
 Mena, Mariela
 Ortiz, Sandra
 Santiago, Lourdes
 Vargas, Gabriella

Instructional Support Coach

Knudsen, Heather

Digital Literacy Specialist

Kolar, Keith
 Perlow, Brad

Security

Cavaretta, John

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 6	Grade 7	Grade 8	Ungraded Secondary (UGS)
*All Students	1,051	321	351	373	6
Female	509	156	175	178	0
Male	542	165	176	195	6
*American Indian/Alaska Native	7	2	3	2	0
*Black	55	18	23	13	1
*Hispanic	962	292	315	350	5
*Asian/Pacific Islander	9	5	2	2	0
Asian	8	4	2	2	0
Native Hawaiian/Other Pacific Islander	1	1	0	0	0
*White	13	3	5	5	0
*Multiracial	5	1	3	1	0
General Education Students	907	272	304	331	0
*Students with Disabilities	144	49	47	42	6
Former Students with Disabilities	26	8	12	6	0
Not English Language Learner	821	232	283	302	4
*English Language Learner	230	89	68	71	2
Formerly English Language Learner	272	74	103	95	0
*Economically Disadvantaged	952	292	324	331	5
Not Economically Disadvantaged	99	29	27	42	1
Migrant	1	1	0	0	0
Not Migrant	1,050	320	351	373	6
Homeless	11	4	5	2	0
Not Homeless	1,040	317	346	371	6
Not in Foster Care	1,051	321	351	373	6
Parent Not in Armed Forces	1,051	321	351	373	6

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

2025-2026 District Vision Statement

Graduation PLUS +

Upon Graduation, BUFSD students will be empowered to enter the workforce with the appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students’ strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

2025-2026 School Vision Statement (if applicable)

Brentwood North Middle School envisions a future where every student thrives in an inclusive, supportive, and restorative educational environment. By fostering strong community partnerships and embracing restorative practices, we aim to cultivate a culture of respect, empathy, and accountability. Our commitment to the Graduation Plus initiative ensures that all students are equipped with the academic, social, and emotional skills necessary to excel in a diverse, global society. Together, we empower our students to become lifelong learners, compassionate leaders, and responsible citizens, ready to meet the challenges of tomorrow.

2024-2025 School McKinney-Vento Plan:

Our 2023-2024 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with Michele Stylianos, the McKinney-Vento District-Level Liaison. The family is notified of the liaison’s role in assisting them with their needs. At North Middle School, the McKinney-Vento liaison is Michelle Stylianos.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;

- Identify students that may be facing homelessness situations;
 - Provide students with a basic needs kit;
- Facilitate training at the building level;
 - In cases of domestic violence, know who is authorized to pick up students;
 - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
 - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
 - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
 - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
 - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
 - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
 - Make sure parents feel welcome and set the tone for further parental involvement;
 - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	11
Children in Foster Care	1
Migrant Students	0

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

SIT Plan Development – Consultation and Collaboration

Our 2025-2026 SIT plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, district administrators; and, if the plan relates to a secondary school, students *ESSA Section 1114(b)(2)*. Please find a list of 2025-2026 SIT members below:

Title:	Name:
Parents (More than 1)	Sheree Sibilly
Members of the Community to be served	
Teachers-SWP Sub Committee	Valerie Cacaccio and Mary Elizabeth Guida
Principals	Elias E. Mestizo
Other School Leaders	John Shanley and Dr. Stephanie Weeks
Teaching Assistants	
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Julissa Ferrari, Isabel Englander, Ruth Nunez, Kaitlyn Nealon
Students (for a secondary school)	Elizabeth Contreras, Edward Villalta, Alana Santiago, Samantha Argueta, Damaris Amaya Sorto, Ashley Aguilar, Thomas Hernandez, Isabella Nunez, Monica Pineda, Angie Arevalo
Other individuals determined by the school	

* if appropriate

Comprehensive Needs Assessment

Needs Assessment Data

Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information the academic achievement of children in relation to the challenging State academic

standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*. Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.)** to help identify students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 6 English Language Arts April 2025

Brentwood UFSD

North Middle School

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	113 47.28%	66 27.62%	48 20.08%	12 5.02%	239	25.10%
Female	50 46.73%	27 25.23%	23 21.50%	7 6.54%	107	28.04%
Male	63 47.73%	39 29.55%	25 18.94%	5 3.79%	132	22.73%

Frequency Distribution by Subgroup

Grade 7 English Language Arts April 2025

Brentwood UFSD

North Middle School

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	123 54.42%	70 30.97%	28 12.39%	5 2.21%	226	14.60%
Female	44 42.31%	40 38.46%	18 17.31%	2 1.92%	104	19.23%
Male	79 64.75%	30 24.59%	10 8.20%	3 2.46%	122	10.66%

Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2025

Brentwood UFSD

North Middle School

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	97 45.33%	66 30.84%	39 18.22%	12 5.61%	214	23.83%
Female	38 42.70%	32 35.96%	13 14.61%	6 6.74%	89	21.35%
Male	59 47.20%	34 27.20%	26 20.80%	6 4.80%	125	25.60%

NMS (Grades 6-8)	NYS ELA Participation Rate
2023	63% (712/1,131)
2024	66% (724/1,104)
2025	67% (703/1,053)

Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

NORTH MIDDLE
Reading
2025 - 2026
Fall (Beginning of Year - November 15)
None

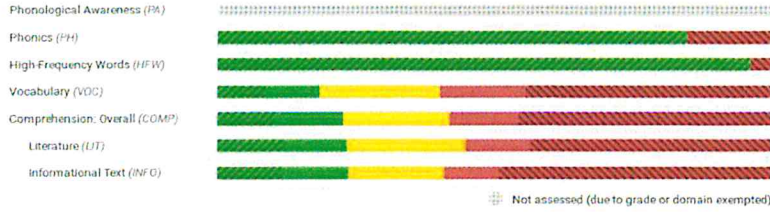
Criterion Referenced

Overall Placement

Students Assessed/Total: 956/1,075



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Met or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	0% 0% 0% 0% 100%	0%	0%	0%	0%	100%	1/1
Grade 6	9% 8% 24% 14% 45%	9%	8%	24%	14%	45%	330/378
Grade 7	8% 10% 22% 17% 43%	8%	10%	22%	17%	43%	302/335
Grade 8	8% 14% 20% 9% 49%	8%	14%	20%	9%	49%	323/361

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 6 Mathematics April 2025

Brentwood UFSD

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	126 54.08%	73 31.33%	31 13.30%	3 1.29%	233	14.59%
Female	62 61.39%	28 27.72%	10 9.90%	1 0.99%	101	10.89%
Male	64 48.48%	45 34.09%	21 15.91%	2 1.52%	132	17.42%

Frequency Distribution by Subgroup

Grade 7 Mathematics April 2025

Brentwood UFSD

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	86 40.57%	77 36.32%	44 20.75%	5 2.36%	212	23.11%

Female	32 33.33%	40 41.67%	23 23.96%	1 1.04%	96	25.00%
Male	54 46.55%	37 31.90%	21 18.10%	4 3.45%	116	21.55%

Frequency Distribution by Subgroup

Grade 8 Mathematics April 2025

Brentwood UFSD

North Middle School

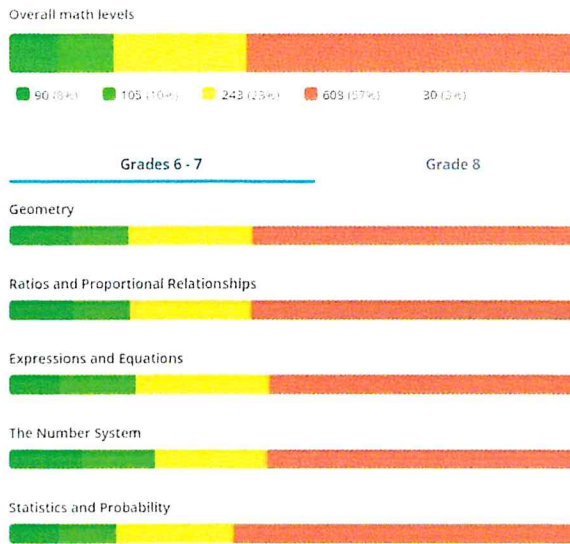
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	99 67.81%	27 18.49%	20 13.70%	0 0.00%	146	13.70%
Female	44 74.58%	8 13.56%	7 11.86%	0 0.00%	59	11.86%
Male	55 63.22%	19 21.84%	13 14.94%	0 0.00%	87	14.94%

NMS (Grades 6-8)	NYS Math Participation Rate
2023	54% (615/1,129)
2024	60% (656/1,097)
2025	68% (718/1,055)

Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

LevelUp Math - Benchmark - Fall (Sep 8, 2025 - Oct 1, 2025)

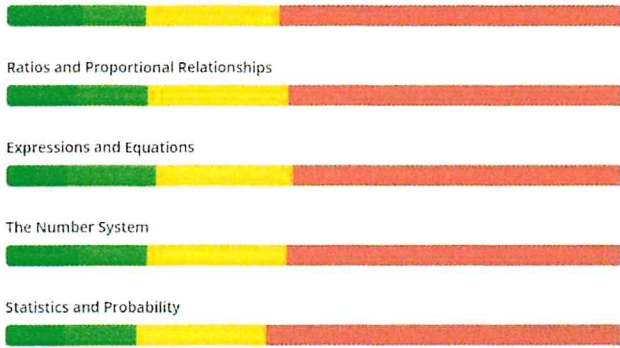


6th Grade

LevelUp Math - Benchmark - Fall (Sep 8, 2025 - Oct 1, 2025)



Geometry



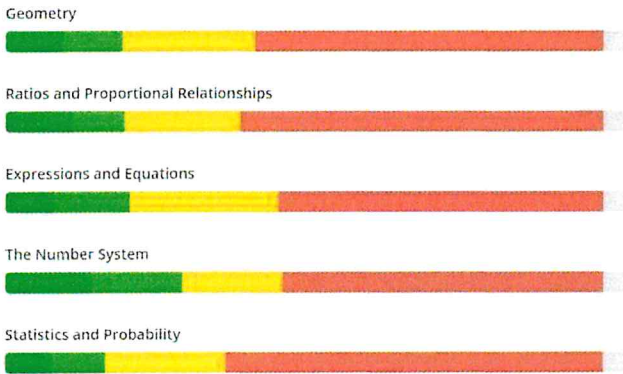
7th Grade

LevelUp Math - Benchmark - Fall (Sep 8, 2025 - Oct 1, 2025)

Overall math levels



Grade 7



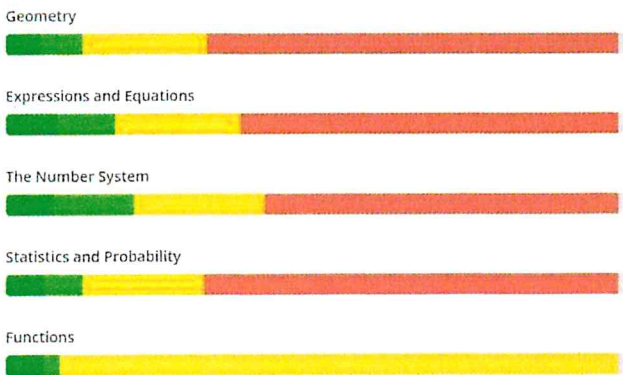
8th Grade

LevelUp Math - Benchmark - Fall (Sep 8, 2025 - Oct 1, 2025)

Overall math levels



Grade 8



Surveys

Survey Data



Social Emotional ↑	Average Response (1-5)	Favorability (%)	Count
5044. Most students in our school follow the school rules.	2.8	23.5%	204

Conclusions Drawn from the Comprehensive Needs Assessment: ELA, Mathematics, and Surveys

After disaggregating and analyzing 2024-2025 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between North Middle School and other middle school buildings within the district for all students. This gap is reflective of a lack of foundational skills for students in both math and ELA. Furthermore, after analyzing the 2024-2025 School Performance Scan (Data Triangle) surveys, it was evident that the majority of all students only somewhat agree with the statement, "Most students in our school follow the school rules." Our 2025-2026 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for all students in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "Most students in our school follow the school rules."

School Strengths Identified :

- 6th Grade- Classes have moved to departmentalization which will strengthen each teachers ability to focus on specific content while still allowing for interdisciplinary instruction.
- 7th Grade – The master schedule has been adjusted to create the opportunity for math and ELA teachers to have their own students in their lab classes.
- 8th Grade - The master schedule has been adjusted to create the opportunity for math and ELA teachers to have their own students in their lab classes.
- North Middle School has dedicated MTSS and Restorative Coaches whose roles serve to: support data analysis, identify and support individualized students' academic and Social Emotional needs, and support teachers in their implementation of MTSS and Restorative practices in their classrooms.
- North Middle School will implement SIT sub-committees for Math, Literacy and Data Analysis this year to support building-wide initiatives in these areas.

School Needs Identified, aligned to priority areas below :

- Address opportunities for teacher collaboration by reanalyzing the master schedule to ensure more interdisciplinary instruction
- Ensure that students are appropriately placed in classes based upon the protocol designated within district designed flowchart utilizing local measures of data along with teacher recommendation
- Support teachers and students with RTI and MTSS personnel who will continue their small group and individual instruction
- Ensure that 6th grade content area teachers are supported since departmentalizing
- Ensure that students are aware of the code of conduct for the building
- Have standard disciplinary practices to address students who are not adhering to the code of conduct for the building

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All Students	<u>ELA</u> : Build foundational skills through small group instruction with support of MTSS and RTI personnel
2.	All Students	<u>Math</u> : Build foundational skills through small group instruction with support of MTSS and RTI personnel
3.	All Students	<u>Survey</u> : Have consistent consequences for students who are not following the code of conduct for the building
4.		

2025-2026 SIT Goals

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals^[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group or individual student growth on an ongoing basis. Moreover, SIT plans include a survey goal that is derived from the School Performance Scan (Data Triangle), which is distributed and taken once per school year by

students, staff, and families. The previous school year's survey data provide baseline information from which this goal is developed for the current school year.

The State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's 2025-2026 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

English Language Arts (ELA) Performance Goals

State-Level ELA Goal (State exam results, NYSESLAT, ESSA Indicator, i.e. performance, growth, etc.):

By June 2026 the percentage of all students participating in the NYS ELA assessment will show an increase in participation from 67% of students participating to 70% of students participating as measured/indicated by the NYS ELA assessment, administered annually

Local ELA Goal (i.e., iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:

By June 2026 30% of all students will show an increase in performance on their iReady benchmark score from their fall iReady benchmark score to a 10% increase on their end of year iReady benchmark as measured/indicated by the iReady diagnostic, administered 3x per year.

Mathematics Performance Goals

State-Level Math Goal (State exam results, ESSA Indicator, i.e. performance, growth, etc.):

By June 2026 the percentage of all students participating in the NYS math assessment will show an increase in participation from 68% of students participating to 75% of students participating as measured/indicated by the NYS math assessment, administered annually.

Local Math Goal (i.e., CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:

By June 2026 30% all students will show an increase in performance on their IXL benchmark score from their fall IXL benchmark score to 50 point increase on their end of year IXL benchmark as measured/indicated by the IXL diagnostic, administered 3x per year.

Survey Goal

By June 2026 all students will show an increase in their belief that "Most students in our school follow the school rules" from 23.5% to 35% as measured/indicated by the school survey data, administered annually.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students [ESSA Section 1114(b)(7)(A)(i-iii)]. The strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individual students that need targeted support in various skill areas.

Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment

- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies

The Four Tenets of Graduation PLUS +

<p><u>Success Pathways</u></p> <ul style="list-style-type: none"> • BARS Analysis along with local assessment data <ul style="list-style-type: none"> ○ This strategy aligns with our belief that each child's plus will be reflective of their strengths and that we are providing support in areas that need improvement 	<p><u>Growth Culture</u></p> <ul style="list-style-type: none"> ○ Monthly SEL activity developed by the advisory committee led by the building ISC <ul style="list-style-type: none"> ○ This strategy aligns with our belief that cultivating intellectual openness will allow students to improve their school, community, and the world.
<p><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • Implementing district designed assessments <ul style="list-style-type: none"> ○ This strategy aligns with our belief that each child deserves a well-rounded education which includes the foundations of literary and numeracy. 	<p><u>Empowered Stakeholders</u></p> <ul style="list-style-type: none"> • Family Engagement Nights <ul style="list-style-type: none"> ○ This strategy will help provide all stakeholders with the knowledge to ensure that each student is achieving to the best of their ability.

Planned ELA Professional Development for 2025-2026

In order to effectively implement the strategies identified above, the following professional development opportunities will be provided [ESSA Section 1114(a)(4)]:

- Create a bulleted list of intended ELA PD that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the ELA-focused PD listed below.
 - Monthly department meetings
 - IReady Training
 - Teacher Collaboration Common Planning Time
 - MTSS PD – Branching Minds
 - SIOP Model for New Teachers
 - Next Step on the I AM poem with Paul Forbes
 - Use of AI for targeted instructional Practices
 - Building Empathy PD
 - Restorative/Academic /Scholastic Circles
 - Data review and action

Planned Math Professional Development for 2025-2026

In order to effectively implement the strategies identified above, the following professional development opportunities will be provided [ESSA Section 1114(a)(4)]:

- Create a bulleted list of intended math PD that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused PD listed below.
 - Monthly department meetings
 - IXL training/ workshop
 - Teacher Collaboration Common Planning Time
 - MTSS PD – Branching Minds
 - Language Objectives in the Math Classroom
 - Next Step on the I AM poem with Paul Forbes
 - Restorative/Academic /Scholastic Circles
 - Data review and action

Plans to Increase Learning Time Beyond the Instructional Day in 2025-2026

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan and have been conceived to ensure both State-level and local goal attainment.

- Math Academy
- Math Olympiads

- o North Book Reading Club
- o North Stars Book Club
- o ELA Club
- o Mathletes with Heart
- o Career Readiness Exploration
- o Middle School CEO
- o High Dosage Tutoring

Plans to Increase Parent and Family Engagement in 2025-2026

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (*ESSA Section 1114(b)(ii)*). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2024-2025 Schoolwide/SIT plan.

- o SIT Family Paint Nights
- o SIT Club Fair
- o SIT Family Literacy Nights/Events
- o Multicultural Night
- o Turkey Trot
- o Hispanic Heritage Month Celebration
- o Bilingual/ENL Parent Engagement

SIT Plan Funding Sources

In accordance with ESSA law for schools operating a schoolwide program, our school will consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program [*ESSA Section 1114(a)(1)*] to best meet the needs of students who are failing, or, at-risk of failing to meet the state's challenging state academic standards [*ESSA Section 1114(b)(7)(A)(i-iii)*]. Title I funds, strategically aligned to support this plan may be seen below:

2025-2026 ESSA Title I Budget - North Middle School			
Code	Specific Expenditure	Rate of Pay	Project Salary
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	\$101,267
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 / school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Middle School Before/After School AIS/Academic Enrichment Program Teachers and Tutors. 764.7 hrs X \$56/hr = \$42,824 / 4 middle schools = \$10,706/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$10,706
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222

Code 8000 - Benefits	Employee Benefits for non-contractual middle school Title I services (rows 5 through 9, above).	Contractual	\$5,825
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	\$47,602
Code 9000 - Indirect Cost	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
Title I Sub-total:			\$35,158
Title I Total w/ Salaries & Fringe:			\$184,027

2025-2026 School-Parent-Student Compact

North Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

North Middle School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

[1] Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-SWP Meetings tab.**

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